



Cardiff | Prifysgol  
Metropolitan | Metropolitan  
University | Caerdydd

# A study to investigate the motivational factors that encourage individuals to volunteer at third sector events?

Sarah Rebecca Porter

St20058180

**HLT6009**

BA (Hons) Events Management

Cardiff School of Management

April 2017

**Declaration**

‘A study to investigate the motivational factors that encourage individuals to volunteer at third sector events’.

“I declare that this Dissertation has not already been accepted in substance for any degree and is not concurrently submitted in candidature for any degree. It is the result of my own independent research except where otherwise stated.”

Signed: Sarah Rebecca Porter (St20058180) .....

Date:.....

## **Abstract**

This research project has been undertaken due to the increasing need for volunteers within third sector events and to raise awareness of the motivational factors that lead individuals to donate their time without payment. This research will allow the author to identify the motivational needs of a volunteer due to the recent increase in registered charities events being run by volunteers opposed to paid staff. (National Council for Voluntary Organisations, 2016)

The importance of this project lies within the authors personal experiences with non-profit organisations when her older brother was diagnosed with Acute Lymphoblastic Leukaemia. These experiences have motivated the author to use their experiences, knowledge and passion to work towards aiding organisations with the successful recruitment and retention of volunteers to ensure their work never stops.

The purpose of this study is to investigate the motivational factors that encourage individuals to volunteer at third sector events and why they donate their time. The objectives of the study will allow the researcher to study the literature surrounding motivation and volunteer theory to enable qualitative and quantitative research methods to be carried out. This then provided a set of results that can be discussed and analysed to identify the needs of volunteers and their motivation.

The recurring theme that became apparent within this study is how Maslow (1943)'s hierarchy has remained a relevant and inspiring theory when it comes to understanding volunteerism. The research methods used to collect the data has showed that when it comes to the needs of a volunteer, they are more interested in the intrinsic factors than the extrinsic. The most popular event to attract volunteering was fund-raising, based on these findings the participants showed a clear interest in charity events they held a personal connection too. The second most popular motivation was to use the opportunities given to further their education and update their CV.

**Word Count = 13822**

## **Acknowledgements**

I would like to take the opportunity to show my appreciation for all involved in contributing to the achievement of completing this dissertation. Without their time, knowledge and help this would not have been possible to finish.

Firstly, I would like to thank my dissertation supervisor Dr Stephen Moore. His advice, patience and support throughout this project has allowed me to reach a goal that at times seemed far from achievable.

I would like to thank all participants who have played a part in this study, without their responses I would not have been able to complete my study. Their donation of time and effort has allowed completion of this dissertation with a set of results to achieve my aim.

Most importantly I would like to thank my friends and family for supporting me through this project and my degree, without them I wouldn't of been able to be where today. The last three years have been the time of my life.

Lastly, I would like to dedicate this dissertation to everyone who has felt a little lost along the way, we might have taken the long way round but we made it in the end.

## Table of Contents

Declaration.....	i
Abstract.....	ii
Acknowledgements.....	iii
List of Tables and Figures.....	vi
1.0 Introduction .....	1
1.1. Chapter Overview .....	1
1.2. Background to Research .....	1
1.3. Research Problem .....	2
1.4. Aims and Objectives.....	3
1.5. Overview of Research Project.....	4
1.6 Chapter Review .....	6
2.0. Literature Review .....	7
2.1. Chapter Overview .....	7
2.2 Motivational Theory .....	7
2.3. Maslow’s Hierarchy of Needs .....	9
2.4. Herzberg – Two Factor Theory.....	12
2.4. Process Theory.....	14
2.5. Volunteer Theory.....	15
2.6. Chapter Overview .....	20
3.0 Methodology.....	21
3.1. Chapter Overview .....	21
3.2 Research Approach .....	21
3.3 Secondary Research.....	22
3.4 Primary Research .....	22
3.5 Ethical Consideration .....	23
3.6 Reliability, Validity and Triangulation .....	23
3.7 Participant Consent.....	24
3.8 Qualitative versus Quantitative Data.....	24
3.9 Quantitative Data.....	29
3.10 Advantages and Disadvantages of Data Collection Methods .....	30
3.11 Chapter Review .....	31
4.0 Results, Analysis and Discussion .....	32
4.1 Chapter Overview .....	32

4.2 Volunteer Demographics .....	33
4.3 Volunteer Involvement .....	37
4.4 Volunteer Experiences .....	39
4.5 Volunteer Motivations .....	43
4.6 Volunteer Satisfaction/Dissatisfaction.....	45
4.7 Chapter Overview .....	51
5.0 Conclusion and Recommendation's .....	52
5.1 Chapter Overview .....	52
5.2 Summary of Findings against Objectives .....	52
5.3 Research Limitations.....	55
5.4 Personal Reflection on the Research Journey .....	55
5.5 Future Recommendations and Contributions of Research.....	55
5.6 Further Research Progression.....	56
5.7 Overall Conclusion .....	56
5.8 Chapter Review .....	57
6.0 Appendices.....	<b>Error! Bookmark not defined.</b>
7.0 References .....	58

## **List of Tables and Figures**

Table 2.0 “Table of Needs within Hierarchy” ( Adapted by Kenrick et al, 2010) .....	11
Table 2.1 ‘Herzberg’s Two-Factor Theory’ – Adapted by (Mathis and Jackson, 2004).....	13
Table 4.1 ‘Needs of a Volunteer from Questionnaire’ .....	50
Figure 2.1 - ‘Maslow’s Hierarchy of Needs Model’ Adapted by (Maslow, 1998) .....	10
Figure 4.1 - Q1 Volunteer Characteristics .....	33
Figure 4.2 - Q2 - Age Range.....	34
Figure 4.3 ‘Demographic ranges of Volunteers’ NCVO (2017) .....	35
Figure 4.4 Q3 Are you a student? .....	36
Figure 4.5 Q4 - If a student, where do you study? .....	36
Figure 4.6 Q8 - How often do you volunteer? .....	38
Figure 4.7 Q10 - What kind of event was it? .....	39
Figure 4.8 Q11 - How did you find out about your volunteering opportunities? .....	41
Figure 4.9 Q13 - How long would/have you travelled to volunteer? .....	42
Figure 4.10 Q14 - What were the reasons that motivated you to volunteer? .....	43
Figure 4.11 How satisfied were you with the following during your experience? .....	46
Figure 4.12 Q16 - What incentives did they provide you with? .....	47
Figure 4.13 Q17 - Did your volunteering experience at the event fulfil your original expectations? .....	48
Figure 4.14 Q18 - Would you volunteer at an event again? .....	49

## **1.0 Introduction**

### **1.1. Chapter Overview**

This chapter is aimed at providing the reader with an overview of the overall structure of the research project, with an understanding of its interest to the author.

The chapter will explain the significance of volunteers at third sector events and what motivational factors are important. The chapter will then conclude by stating the overall project aim and research objectives.

### **1.2. Background to Research**

To allow this study remain valid and beneficial it is important to hold an understanding of the definition of a third-sector event.

*'An event established to raise money or to promote a cause, which makes them part of social marketing. While any form of event could perform this function, common types of fund-raisers are gala dinners, concerts, entertainment shows endurance events (people support participants financially according to their time or length), celebrity sports and auctions'*

(Getz, 2007,p. 26)

Volunteering Wales (2011) describes volunteering as the donation of your time and energy given freely by personal choice with no interest of a financial gain. Volunteering covers a wide range of activities that are designed to benefit and support a community, organisation or purpose. Opportunities within volunteering can be seen in a range of avenues such as, community service, charity, public service, environment management and social care. For this investigation, the author will concentrate on volunteering within charities. This subject is important to the author due to their involvement within charities from a young age when her older brother was diagnosed with Acute Lymphoblastic Leukaemia. Because of these experiences, it encouraged and motivated the author's passion of working within a non-profit organisation on completion of their degree.

Charities rely heavily on volunteers to sustain their day to day duties and enable them to continue their research and support work throughout the UK. There are many day to day tasks that are now carried out by volunteers along with their engagement towards fundraising events and other charity work. A recent study that was carried out by the National Council for Voluntary Organisations (2016) uncovered that *“91% of registered charities are run by volunteers opposed to paid staff”*. The advantage of volunteers allows the charities to reduce their operating costs for the funds raised to be solely used to benefit the help in place towards the cause.

In 2004 a presentation given at the World Leisure Congress, where the question *“Can you imagine a world without volunteering?”* (Thibault, 2004). At all levels volunteers contribute to a community or an organisation by devoting themselves to an event, community or organisation. The author regards volunteering to be the donations of one’s free time and commitment to a one off or on-going project within an organisation.

Klein (2011) states that during the timeframe 1985-2005 there was considerable difficulty into the recruitment and retention of volunteers. It was around this time that ‘nuclear family’ units which consisted of two parents and two children did not hold the ability to split their time any further. Since 2005 the situation has progressed enabling organisations to be overwhelmed with potential volunteers. This is due to the economic breakdown which has resulted in many people being out of work and using volunteering as a stop gap whilst they apply for jobs.

### **1.3. Research Problem**

During the study the author intends to find out what motivates individuals to volunteer within a charity and what they gain from the experience. This will allow organisations to become more aware of how their volunteers feel and what else can be done if anything to recruit and retain volunteers.

## **1.4. Aims and Objectives**

1.4.1. Research Aim - To investigate the motivational factors that encourage individuals to volunteer at third sector events?

### **1.4.2. Research Objectives**

To fulfil the aim, 5 objectives have been used.

- To critically review the current literature relating to unpaid volunteering and the motives of people who undertake such work
- To undertake primary research data collection with past and present unpaid volunteers working for established charities to understand their motivations and what they wish to gain from the experience.
- To undertake primary research data collection with a representative from a charity that recruits unpaid volunteers.
- To review and analyse the primary data, presenting the results using a variety of formats.
- To consolidate the research findings by achieving an understanding of the motivations that cause people to act as unpaid volunteers at third sector events.

### **1.4.3 Research Processes**

This is an investigation into what the motivational factors are of an individual when volunteering at third sector events. The aim of the project is to investigate the motivational factors that encourage individuals to volunteer at third sector events and why they donate their time. The research objectives will investigate the literature around the topic along with data collection aimed at Undergraduate students at Cardiff Metropolitan University. Additional data collection will be undertaken with representatives from two charities to uncover their motivation techniques to attract and retain volunteers. A focus group will also be conducted to understand the motivations at a more detailed level allowing peer students to express their opinion in relation to their own experiences whilst attending Cardiff Metropolitan University.

## **1.5. Overview of Research Project**

The overview of the research project includes brief details of the 5 chapters that are discussed throughout the project. These chapters will allow the researcher to critically evaluate the motivations of volunteers by undertaking primary and secondary research that will then provide a set of results that will be discussed through thematic analysis.

### **1.5.1. Chapter 1 – *Introduction***

The introduction chapter will provide the reader with the groundwork to understand the project by providing the reader with the basic knowledge around the research topic. This will allow the author to set the scene to allow further discussion throughout the following chapters.

### 1.5.2. Chapter 2 – *Literature Review*

The literature review will provide information on the research topic along with the subtopics within, this will be carried out through secondary research of the relevant theory and themes of the research. For this project the literature review will comprise of two main sections;

1. Motivational Theory
2. Volunteer Theory

### 1.5.3. Chapter 3 – *Methodology*

The Methodology chapter will consist of an in-depth discussion of the 3 processes used to carry out the Primary Data Collection.

1. Questionnaire – aimed at predominately Undergraduate Students at Cardiff Metropolitan University.
2. Focus Group – Held at Cardiff Metropolitan University to 6 peers.
3. Interview – With 2 charity representatives.

The discussion within this chapter will analyse and justify the methods used through the understanding of the processes.

### 1.5.4. Chapter 4 – *Results, Analysis and Discussion*

This chapter follows on from the methodology where the author will display the Primary Data Collections results in a logical fashion and display comparisons along with any emerging patterns. The author will look at the results to gain a better understanding of the motivations of the students when volunteering. Discussion of the data collection will allow the author to use the Quantitative data to back up and support the objectives of the project.

#### 1.5.5. Chapter 5 – *Conclusions and Recommendations*

The final chapter of the project will look at the main findings through a series of statements made against the objectives. This will allow the author explain any limitations and give recommendations for future data collected on the topic.

### **1.6 Chapter Review**

In this chapter the author/writer has identified the key focus of the dissertation topic. She has explained her reasons for interest in this topic and has presented an overview of the dissertation format in using chapter outlines. The study will now continue by making a review of current literature that is available in book, journal and electronic formats that provide coverage and different author's interpretations of the relevant topic areas contained in this study.

## **2.0. Literature Review**

Fouche (2002) recognises that a literature review is the contributing factors that provide the reader with a clearer understanding of the nature and meaning of the problem defined by the research aim.

### **2.1. Chapter Overview**

In this chapter the researcher will consider the prominent theoretical features surrounding the two different focuses of the study title, motivational theory and volunteering theory. The literature review has been divided into the two sections to allow a clear view of the two focuses of the research project that will then allow the author to bring them together. The purpose of this chapter is to provide the reader with relevant and appropriate literature surrounding motivational and volunteering theory.

### **2.2 Motivational Theory**

#### **2.2.1. Background on Motivational Theory**

Luthans (2002) states that the term Motivation originally comes from the Latin word of '*movere*' which translates to the phrase 'to move'. A further study was conducted by Mullins (2007) which states that motivation is why people behave in a specific way and why those actions take preference to others. Energize, direct and regulate are the three psychological constructs that Tenenbaum and Eklund (2007) define motivation being broken down into.

Research undertaken by Brooks (2008) states that motivation is an individual's need to perform and is an invaluable characteristic associated to a person. These individuals are seen to be well-motivated, high achievers within the workplace and hold the energy and enthusiasm to progress. Similarly, Aamodt (2010) explains that motivation

has an impact on the productivity and performance of an individual within the work place and leisure activities. Understanding the motivation behind a person's intention is important if the best of that person is required. Since the 1900's several psychologists have taken part in research to what lies behind the concept of motivation. However, Mullins (2007, pp. 250) portrays motivation as "the degree to which the individual wants and chooses to engage in certain specified behaviours".

The motivation of an individual is explained by Dolnicar and Randle (2007) as the degree of effort they put into performing throughout the duration of an activity and the satisfaction that is felt as an outcome whereas Luthans et al (1995) portrays motivation as the process of understanding between an individual's relationship needs, drives and incentives. However, Vroom (1964) and Roberts (2001) point out that the definitions of motivation do not specify what motivation is, only what is involved deeming them to be too vague.

### 2.2.2 Intrinsic and Extrinsic Motivation

Mullins (2006) explains that '**Extrinsic**' motivation is associated with 'tangible' rewards towards a person that range from salary, promotion, work environment and job security that are in the control of the managers. **Intrinsic** motivation is associated with the 'psychological' rewards such as sense of achievement, appreciation, positive recognition and achievement that are determined by the behaviour and actions of an individual. Mullins (2006) believes that these should be regarded as separate factors that influence motivational theory.

Extrinsic motivation is described by Amabile (1993) as the individual's motivation they hold when engaging with work that results in them working towards a goal. The goals would then affect their extrinsic rewards such as money, grades, praise and recognition.

Intrinsic motivation is defined by Ryan and Deci (2000) as the theory that is most important in regards to an individual's natural human state and approach to learning. The first theorist to discover this concept explained the theory to unravel the behaviours that are required to satisfy a need. (White, 1959; Spence, 1956)

There are two main concepts of intrinsic motivation, Steers et al (1996) determines these as;

1. Stems from the expected pleasure of the activity itself, rather than the results.
2. Based on self-administered rewards opposed to one by an external agent.

Steers et al (1996) also portrays that both concepts reflect on an individual's hedonistic bias that leads them to focus on future outcomes, rewards and reinforcements however Staw (1976) reflects that the theory will only have impact on the individual at the point of immediate effect.

### 2.2.3 Content and Process Theory of Motivation

The content and process theories of motivation are described by Bowdin et al (2006) as being the most relevant theories within the tourism, hospitality and events industry when recruiting and retaining volunteers. The theories are in place to allow individuals to become aware of a need or feeling of deprivation that drives them towards an action to satisfy that need.

### **2.3. Maslow's Hierarchy of Needs**

Porter, Bigley and Steers (2003) explain that Maslow's hierarchy of needs has become the most widely known motivation theory that relates to individual needs of motivation. According to Maslow (1954) the theory breaks down the need influences of a person to establish what fundamental self-need they require to become motivated, known as 'The Hierarchy of Needs' as seen below in Figure 2.1.

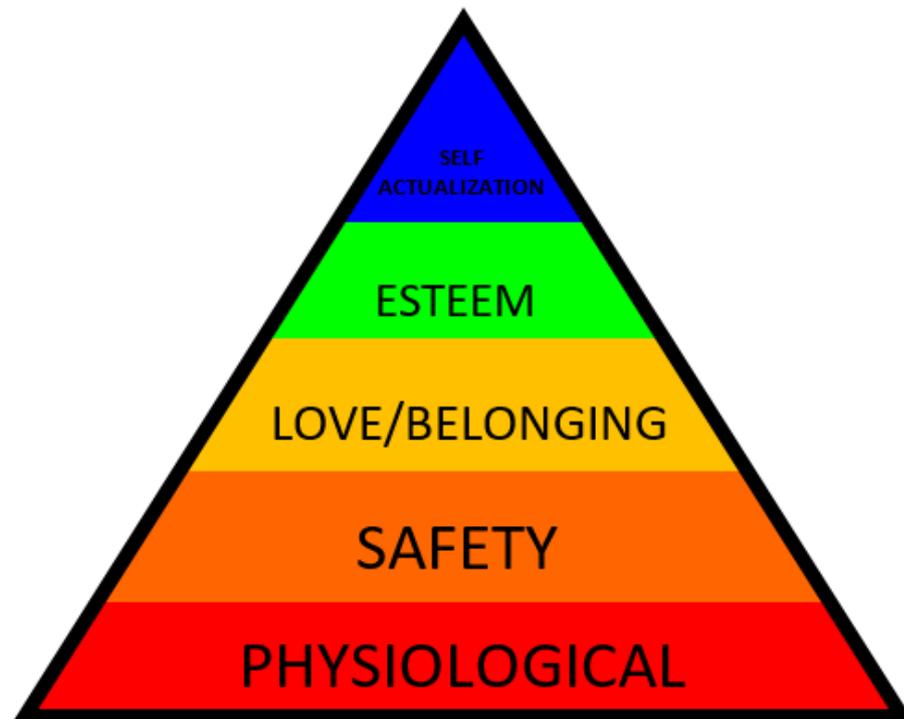


Figure 2.1 - 'Maslow's Hierarchy of Needs Model' Adapted by (Maslow, 1998)

Hoffman (1988) explains that Maslow's hierarchy model can be divided into five levels, physiological, safety, love and belonging, esteem and self-actualization. He states that the model shows that when the basic needs of the individual are not met they this will affect their motivation and slow down their process of reaching self-actualization as each level needs to be met before progressing. Tay and Deiner (2011) believe that this hierarchy model can fit any individual, however reiterates the point that failure to meet lower level needs will disrupt their journey to reach the highest level of the hierarchy. They state that life experiences such as divorce and loss of job can influence an individual's ability to remain within a stable level of the hierarchy.

In the below table Kenrick et al (2010) explain the hierarchy in further detail providing examples of each level within the hierarchy.

Table 2.0 “Table of Needs within Hierarchy” (Adapted by Kenrick et al, 2010)

<b>Biological and Physiological Needs</b>	<b>air, food, drink, shelter, warmth, sex, sleep.</b>
<b>Safety Needs</b>	<b>protection from elements, security, order, law, stability, freedom from fear.</b>
<b>Love/Belongingness Needs</b>	<b>friendship, intimacy, affection and love, - from work group, family, friends, romantic relationships.</b>
<b>Esteem Needs</b>	<b>achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.</b>
<b>Self-Actualization Needs</b>	<b>realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.</b>

Research carried out by Tay and Diener (2011) tested the above Maslow theory that analysed over 60,865 participants across 123 countries. They conducted a survey that allowed respondents to answer questions about six needs that closely resembles Maslow (1968) hierarchy. Wahba and Bridwell (1976) discovered that the results showed that without basic needs, needs further up in the hierarchy will get little attention. Diener (2011) explained that in some cases occupants didn't require basic needs such as food to fulfil them, they found basic benefits in others for instance friendship.

Kaur (2013) analyses Maslow's hierarchy and explains that research conducted around the theory showed that individuals were able to achieve in an environment when their

biological needs were not met which was then reinforced by Centers and Bengal (1966)'s previous theory.

Centers and Bengal (1966, p.193) *discovered that "background factors, altitudes and aspirations affects worker's needs, expectations and situation assessment."* This statement came before Graham and Messner (1998) revisited the theory and concluded that the data collected is only assumptions as not all individuals are alike when looking at their personal motivation and job satisfaction, supported by Nadler and Lawler (1979).

#### **2.4. Herzberg – Two Factor Theory**

The theory of Herzberg (1954) follows on from Maslow's (1943) hierarchy of needs as stated by Bowdin et al (2012) suggesting three key elements that motivate staff and volunteers.

1. Recognition of Achievement
2. Empowering Staff – Taking responsibility for their part and achieving outcomes
3. Providing Opportunities to Grow – Skills, Experience and Expertise

The two-factor theory is known as the motivator-hygiene theory, according to (Steers et al, 1996) this theory is now known as the most controversial. Herzberg conducted a study in Pittsburgh which focused on 203 employees being critically analysed on examples that made them feel good or bad in motivation or job recognition scenarios.

Wilson (2005) states that this is where the 'Two-Factor Motivation and Hygiene' theory was born as a result of the critical incident technique test that was conducted. The two factors were identified as being the most common influences when researching their motivation, following on from Maslow's hierarchy of needs. These needs can be seen below in Mathis and Jackson (2004)'s interpretation of Herzberg's factors.

Table 2.1 ‘Herzberg’s Two-Factor Theory’ – Adapted by (Mathis and Jackson, 2004)

<b>Motivating Factors</b>	<b>Hygiene Factors</b>
1 Recognition	1 Salary
2 Achievement	2 Company Policy
3 Work Itself	3 Interpersonal Relations
4 Opportunity for Advancement	4 Working Conditions
5 Responsibility	5 Technical Competence

Staw (1976), Bassett-Jones and Lloyd (2005) portray Herzberg’s (1959) two-factor theory as being the initial endeavour of making a distinction between intrinsic and extrinsic motivation. They explain that the theories assume a complex interaction between the internal and external factors of an individual and how they respond to these stimuli.

Despite small criticisms Mullins (2011) suggests there is still evidence today to support the relevance of the two-factor theory in a workforce today. Crainer and Dearlove (1999) believe that Herzberg’s work has had a considerable effect on what corporate companies offer an employee in their package, such as rewards and remuneration. They state that the focus surrounding motivation to an individual depends on their personal needs. Since Herzberg’s theory they believe that self-development, career management and self-managed learning are now key elements of an individual’s work profile.

## **2.4. Process Theory**

Wright (1989) states that a process theory is a theory suited to in-depth cases studies and that this theory will emphasise on the process of motivation and will attempt to identify any relationships. Mullins (2005) explains that this theory is aimed at the initial behaviour of the individual and how this is directed and sustained. The main process theories are expectancy theory and equity theory.

### **2.5.1 Expectancy Theory**

According to Getz (2012) Vroom's 'Expectancy Theory' (Vroom, 1954) believes that workers hold a variety of personal goals that will ensure they avoid pain and experience pleasure to motivate themselves. Getz (2012) explains that if the individual believes that there is a correlation between effort and performance then this will reflect on their motivation. This motivation will depend on their performance which in time will lead to the value an individual hold over their outcomes.

DuBrin (2011) suggests that in regards to this theory that employees are motivated by the consequences that they believe exist after their performance is analysed in regards to reward and performance. Vroom (1954) states that the theory will establish a clear relationship between performance and reward, however Hollyforde and Whiddett (2002) portray the theory is outdated.

Hollyford and Whiddett (2002) explain the theory is far too generalised as all individuals have a different perception of what can be considered a reward. They also suggest that the theory lacks inclusion of the impact of influence from situational factors such as the influences of other employees and those in managerial roles.

## 2.5. Volunteer Theory

*To understand the aims and objectives of this research project it is important to understand the definition of volunteering and how volunteers impact the third sector.*

### 2.6.1 Background on Volunteer Theory

Traditional volunteering was first seen as being long-term and aimed at volunteering within one-organisation, however Handy and Brodeur (2006) explain that a growth within volunteering within other sectors has created episodic volunteering.

*‘..those who enlist or offer their services to an organisation of their own free will, and without expecting remuneration’ (Yeoman et al, 2004, p.26)*

Yeoman et al (2004) reinforces the importance of volunteers in the above quote, the donation of their time and effort allows events of any size to attract a part time workforce.

This donation of time and effort makes volunteers particularly important for organizers running events of any size. They have become an essential part of the workforce that provided organisers with assistance without overstressing an organisations available funds. (Fairley, Kellet, and Green 2007)

Volunteering has become a complex phenomenon that covers a wide variety of activities, organisations and sectors within the events industry. Studies surrounding volunteering tend to focus of the individuals that perform diverse tasks that range from stuffing envelopes to manning water stations at races. (Cnann et al, 1996)

Handy et al (2000) define volunteering as an elusive and limitless ability that focuses on the motivations of individuals demonstrating their richness and versatility when volunteering at events. The importance of volunteers being retained is determined by Getz (2016) as the motivation in order to leave them feeling satisfied to allow the individuals to remain engaged within an organisation.

Getz (2007) states that a volunteer holds similar qualities even when volunteering within different industries or sectors such as charity and sporting events. He states that even though both events are of different capacities and intention that the volunteers required will possess similar qualities.

- Enthusiasm
- Lack of Experience
- Prefer short term responsibilities
- Creative

(Getz 1997, cited in Tum et al 2006, p.172)

Getz (2016) states that volunteers are those that interact with people at an event and will play a part in creating and sharing their experiences. He suggests that their experiences will be far more unique than those attending the event that have paid for the privileges due to volunteering being incorporated usually with educational studies.

Volunteering is described as a non-profit organisation of projects that aim to benefit the community and the volunteers involved. The process allows the volunteers to engage in a project where there is no financial reward at the end, only personal achievements. Volunteers tend to give up their time in honour of specific organisations in order to help others as a result of personal influences. (Holmes and Smith, 2012)

Volunteer's involvement within sporting events has recently become popular with volunteers as it allows them to interact with celebrities, this would be in regards to sporting events such as football and rugby. (Johnson et al 2000) Johnson et al (2000) also states that these types of events often include volunteering for not-for-profit organisations as they are involved with sponsorship.

### 2.6.2 Volunteers and Motivation

Getz (1997) explains that fundraising managers and event organisers need to be aware of the importance of keeping volunteers motivated to aid retention. The skills and strategies in place within the organisation should be able to motivate the variety of personalities found in volunteers.

Holmes and Smith (2009) have determined that an understanding of the motivations behind choosing to volunteer are needed to allow future recruitment of volunteers. They determine that organisations find volunteers easier when they have a link or interest in the organisation. Sargeant and Jay (2004) explain that on most occasions volunteers already hold a connection with an organisation that influences them to donate their time, a personal connection could be that a friend or family member have suffered with a condition that is related to the organisation.

Byrne et al (2002) determine that the motivations of a volunteer are just as important as the employee motivations when being looked at by the managers of an organisation. Managers must have the correct skills in place to motivate their staff and volunteers as every individual has a different personality, leading to different motivational factors. (Getz, 1999)

A charity needs to be aware of the ever-changing wants and needs of a volunteer to ensure they keep them consistently motivated, this is something Van der Wagen and White (2014) portray as being the duty of care of the human resource managers. They explain that motivation is the most distinguishing factor when looking at the differences between a volunteer and paid staff. During a study conducted by Strigas and Jackson (2003) they provided an analysis of motivation for event volunteers.

1. **Material factor.** This includes incentives where the volunteer calculates the expected utility gain, which can include material rewards (such as goods and services) or social status that carries a material value. This may be represented by complimentary items.
2. **Purposive factor:** The motives of volunteers were compatible with those of the event and the community: 'volunteering creates a better society'.
3. **Leisure factor:** In some cases, volunteering was a leisure choice, an escape from everyday life and an opportunity to develop new interests.
4. **Egoistic factor:** Social interaction, networking and building self-esteem were motivations where the individual sought social contact as an affective incentive.
5. **External factor:** These factors were outside the individual's immediate control and linked to family traditions or course completion requirements.'

(Strigas and Jackson, 2003, p.111)

Many volunteers use volunteering to gain new experiences socially, build confidence and learn new skills. (Lauffner and Gorodexky (1977) The authors explain that many

volunteers use the experience after becoming retired or unemployed as a way of using their time to better somebody else. The unemployed often use it as a way of keeping their CV active whilst looking for new employment.

For a significant number of volunteers Sargeant and Jay (2004) claim they participate because they feel they are benefiting someone with their actions. They also determine that other motivations involved in volunteering are new experiences, boost the cv and to have a focus after retirement. Park and Yoon (2009) state that regardless of the event type volunteers participate based on altruistic commitment to carry out tasks without taking any form of payment or reward.

### 2.6.3 Volunteering – Students

Elstad (1997) suggests that student volunteers predominantly feel encouraged by the opportunities provided within volunteering to allow them to expand personal networks, be part of an event atmosphere and the ability to experience job related aspirations. Elstad (2003) continued his research into students are carried out a survey to establish what barriers there are to ensuring organisations retain their student volunteers. He discovered that volunteers felt the organisation were poorly organised, leading to feeling overworked and undervalued.

In a similar study conducted by Davies (1998) the predominant motivations uncovered were;

- The ability to help others
- Fill free time
- Help organisations achieve their goals
- Develop skills

Clary et al (1996) determines that through similar analysis of results there are six categories for students choose to volunteer.

1. Expression of Value
2. Knowledge and Understanding
3. Social
4. Ego-Defensive
5. Career Orientation
6. Enhancement of Self-Esteem

#### 2.6.4 Volunteer Demographics and Characteristics

NCVO (2017) state that there is no gender differences within volunteering, a recent survey published stated equal proportions of male and female participants volunteered. The age of a volunteer was also looked into, they expressed that these rates were stable and all age groups discussed had no significant higher proportion. Reza, Asieh and Nooshin (2013) explain the characteristics of a volunteer are important to aid recruitment and retention. They determine that the prime number of volunteer stem from students however there were no physiological traits that showed the demographics of a volunteer was established as the norm. Burgham and Downward (2005) suggests that there is little evidence to suggest that the characteristics or demographics of an individual relates to their motivation to volunteer.

#### 2.6.5 Volunteering in Events

The different types of events will attract a variety of volunteers depending on whether it is a local event, mega event or a hallmark event. (Holmes and Smith, 2009)

During the Olympic Winter games hosted in Sydney a volunteer survey was conducted, Kemp (2002) found that volunteers were strongly motivated by social interaction, friendship and the pride for their country and culture. Within a similar environment, Ralston, Downward and Limsdon (2004) recognised three common factors in the motivations of volunteers; altruism, involvement and uniqueness of the event when involved in the 2002 Manchester Commonwealth Games. In regards to volunteering within a sporting event Wang (2008) suggest that a volunteer's desire to associate themselves with a hallmark event such as the Olympics.

Non-Profit events encourage volunteers to help within a variety of roles for an event enabling them to gain satisfaction within the organisation. For non-profit organisations, their events are deemed as a major or hallmark event. These require specialised staff and a huge number of volunteers to ensure their event is feasible, Musick and Wilson (2007) suggest that non-profit event volunteers are motivated by altruism and self-improvement.

### 2.6.6 Volunteer Patterns

A volunteer's demographics can vary due to the nature of an event, Holmes and Smith (2009) suggest that factors such as gender and age are the most variable. In 2015 the National Council for Non-profits (2015) released a statement that suggested a quarter of the population being women aged between 35-44 were most likely to volunteer. The lowest volunteer rates fell into the age bracket of 20-24 year olds that felt working for a non-profit organisation wasn't a viable career option, however they undertook volunteering as mandatory whilst learning.

The National Council for Non-profits (2015) also established that there is a clear link between volunteers and the causes of the charities they volunteer for. When a volunteer is aware of the charities impact and needs, they become more likely to invest their time without payment.

## **2.6. Chapter Overview**

The literature review chapter has gone into depth detail of the supporting framework surrounding the research topic. This has provided the reader with an overview of the topic area providing an insight to the themes later to be discussed. The chapter has allowed the author to acknowledge any gaps in the literature that needs to be further researched upon to gain a clearer understanding of the motivations of volunteers within third sector events.

The literature reviewed to date has allowed the researcher to identify gaps that can be used for future research, volunteers have become crucial in the delivery of events. (Allen, 2000) It has become evident that there lacks literature around the personal motivations of a volunteer, although there is a lot surrounding motivation as a whole.

The next chapter will be the methodology, this will explain in further details the methods the researcher used to continue the project and build upon the secondary research found in the literature review.

## **3.0 Methodology**

### **3.1. Chapter Overview**

The *methodology* chapter will begin to discuss and rationalise the research approach undertaken by the author to conduct their investigation.

Hussey and Hussey (1997) refer to methodology as the overall approach to the research processes, from the theoretical underpinning to the collection and analysis of data. The purpose of the following chapter is to allow the author to justify the methodological decisions and processes that were used to fulfil the aim of the study through the primary research conducted. The methods will be discussed providing the reader with justifications, advantages and any potential limitations uncovered. The chapter will also discuss the considerations surrounding ethics, reliability and validity throughout the research towards the participants.

### **3.2 Research Approach**

The research approached is determined by Kaden (2006) as being a crucial element to a research project so long as the methods are chosen correctly. The methods chosen for this project will ensure accurate and quantifiable data. A variety of primary and secondary research methods were used to achieve the aims and objectives effectively, ensuring an in-depth understanding was shown. This is a *“procedure by which we attempt to find systematically, and with the support of demonstrable fact, the answer to a question or the resolution to a problem.”* (Leedy and Omrod, 1989, p.5)

Saunders et al (2003) suggests that there are fundamental distinctions between primary and secondary data collection. Primary data does not exist until the research process has been carried out generating participant information, whereas secondary is already published making it easier for the researcher to use as a starting point of the dissertation process. Understanding of the differences allows systematic planning of the data collection to be carried out effectively, allowing different methods, techniques and approaches to be considered before the research is carried out.

For this research project it was important to incorporate both forms of data collection to allow a literature review to be completed in order to achieve the results needed in the research process of the project, allowing any gaps in the literature to be uncovered.

### **3.3 Secondary Research**

As a way of starting this project the researcher undertook secondary research as a first approach in the form of a *literature review*.

*“Secondary analysis is the re-analysis of data for the purpose of answering the original question with better statistical techniques, or answering new questions with old data.”*

(Glass, 1976, p. 3) When using secondary sources, you are solely relying on conclusions that have been prewritten about a topic, allowing a basic understanding to be provided to the reader. Clark et al (1998) state that this form of research is necessary to establish work that has already been undertaken in the topic area.

The secondary resources that have been used to obtain this data has included, academic books and journals, websites and newspaper articles, primarily sourced through Cardiff Metropolitan University’s library. These resources are a mix of qualitative and quantitative data that has already been collected and published for research.

The secondary research will satisfy the initial aim of the study which will then allow the researcher to refer when analysing and discussing their findings. This reiterates why secondary research should be implemented before any primary research is conducted.

### **3.4 Primary Research**

Following on from the secondary processes the researcher has used a variety of sources to conduct their Primary Research.

*“Primary sources allow a student to get as close to a moment in time as possible, to have more of the first-hand, lived through experience that is so crucial for deep understanding.”* (Morgan and Rasinski, 2012, p.584)

The primary research is conducted to allow the researcher to provide a greater understanding of the topic through data that is not already formerly noted or published. This form of research provides information to the researcher through in the format of interviews, questionnaires and focus groups. All methods result in original, personal and influential beliefs of the participants.

### **3.5 Ethical Consideration**

Prior to undertaking any research, the researcher had to obtain ethical approval from the university to ensure no risks were placed upon the author, and the university. This ensured no data collection will be carried out until approval was received.

Penslar (1995, p. 13) believes that ethics is derived from the Greeks, a Latin philosophical study of behaviour that covers the 'rights' and 'wrongs' of a situation. The researcher aimed to ensure that informed consent will be carried out, confidentiality and anonymity will remain important for all participants and that they will remain independent and impartial throughout. It was important to consider ethical issues in the early stages of designing the research question to ensure the question proposed can be ethically approved. Any form of research carried out should avoid causing offence, harm and distress to any participants and they had to agree to take part before being approached.

The topic area for this research project was not seen as distasteful or controversial as the target audience for the study were the researcher's fellow peers, and all data collection was to be carried out in a safe environment on campus.

### **3.6 Reliability, Validity and Triangulation**

This relates to the design, implementation and presentation of the research and the methods used to ensure accurate and valuable data is collected.

Veal (2006) determines that the validity is the extent to which information is collected by the researcher to reflect the subject area being studied. These methods of research look at the attitudes and behaviours of the participants. Veal explains that the reliability area looks at the accuracy of the participants involved in the research project as if the participants are not suitable for the data required then this can deem the data collected irrelevant and invaluable once analysed. Bryman (2001) determines

triangulation as the process of examining a research project using a variety of methods. This provides a more accurate and stable set of static results. To allow the three to be satisfied the researcher will ensure that a thematic approach will be taken allowing the data to be translated to determine the validity. This form of analysis is desirable when aiming to find clarity in the study and providing an ease of communication to the reader, achievable when using a mixed method approach to incorporate their research findings

### **3.7 Participant Consent**

For the research to be carried out, participants were provided with consent forms to allow the information given could be used within the study. These forms were required for focus groups and interviews as this allowed a physical signature to be given before starting the process ensuring they were fully aware they could withdraw at any time. In regards to the online questionnaire participants were provided with an information sheet before continuing, continuing with the questions gave their consent.

### **3.8 Qualitative versus Quantitative Data**

*'Qualitative data is data in the form of descriptive accounts of observations or data which is classified by type.*

*Quantitative data is data which can be expressed numerically or classified by some numerical value'.*

(Ghosh and Copra, 2003, p. 156)

The researcher chose to use a mixed method process of collecting data, this was as the literature suggested there was less qualitative data out there surrounding the topic. This still required the quantitative data to be collected to allow the volunteer characteristics and demographics to be understood.

#### **3.8.1 Qualitative Data**

*"Qualitative research uses text as empirical material (instead of numbers), starts from the notion of the social construction of realities under study, is interested in the perspectives of participants, in everyday practices and every day knowledge referring to the issue under study."* (Flick, 2008, p.2)

Flick (2008) identifies qualitative data as a format that is encouraged through preparation of the researcher in terms of questions to enable specific responses. These methods tend to include open-ended questions to allow assessment of the 'how' and 'why' elements of a question, this research process will include a focus group and a semi structured interview.

The people involved within this research process are deemed able to illustrate and explain their experiences, making the use of qualitative data most valuable to the project. The framework of this method does not allow any intimidation or constraints from the researcher that could influence the responses.

Qualitative research also known as Sampling; this term means that the research will consist of sampling a select number of people that are taken from a large environment. This allowed the researcher to distinguish their data in a flexible way. For this research question the researcher has identified how many male and female participants are needed, what age bracket they wish to explore. In this case, it was students studying on the Events Management programme at Cardiff Metropolitan University and a representative from the Kidney Wales foundation. This sample were selected from students studying on the same programme as the researcher to allow easy distribution of the research methods.

One method the researcher has incorporated is focus groups, *"number of researchers have utilized focus groups to explore problematic areas of professional practice..."*. As one of the main objectives is to obtain information on how third sector events retain and recruit their volunteers. The importance of this strategy was to gain an understanding of third sector organisations on a one-to-one basis allowing them the opportunity to express their feelings and for the researcher to get a personal overview in comparison to the information acknowledged from the literature review.

### 3.8.2 Semi-Structured Interview

*'One of the main distinctive features of qualitative research is that the approach allows you to identify issues from the perspective of you study participants, such as interviews...'*

(Hennink et al 2010, p.9)

The process of an interview was conducted by the researcher with a representative of the Kidney Wales foundation, to gain 'privileged information' (Denscombe, 2007: p.175) that is not accessible publicly. A semi-structured interview allowed the researcher to ask a variety of open ended questions that allowed flexibility in the response of the representative. Gratton and Jones (2010) determines conducting semi-structured interviews as gaining richer data from smaller sample groups. The questions were designed to be an asset to the researcher enabling them to discuss and analyse the results after all research methods were conducted.

This type of interview was used to allow the researcher to divulge in specific information related to her topic that could be compared with the focus group along with the quantitative data collected. The representative from the organisation was approached due to their involvement with the university for many years, whilst also holding years of experience working within non-profit organisations at a high level.

Prior to the interview taking place the organisation received an information letter along with a participant consent form to make them aware of their involvement and prepare them for the upcoming interview. The consent form signified the acceptance of the organisations involvement and their acceptance to be named, recorded and quoted to benefit the end result.

The interviews schedule included a balance of open ended and closed questions to allow the participant to feel comfortable. (Winstanley, 2010) The researcher focused on the participant's answers and allowed time for notes to be taken and little comments to be made from the researcher. The decision not to record the interview was made as the researcher felt it was important for it to remain comfortable and relaxed and allow the conversation to flow. Time management of the interview was

important to the researcher to allow the participant not to feel rushed, giving time for notes to be made and flexibility within answers.

This method provided the researcher and the participant the ability to conduct the interview as if it was a relaxed conversation, resulting in in-depth, well understood and detailed answers.

### 3.8.3 Focus Groups

*'The focus group is a research technique used to collect data through group interaction on a topic. It is a group experience comprising a small number of carefully selected people who are recruited to discuss a subject based on the commonality of their experience.'*

(Hague, Hague and Morgan, 2003: p.48)

The above quote by Hague, Hague and Morgan (2003) determines the definition of a focus group, reiterating its importance to the researcher to gain results based on a commonality between the participants. This method was used by the researcher to conduct an interview with more than one person that are interested and involved with the research objectives. The researcher felt it was important to speak to participants face-to-face to obtain information in relation to the aim of understanding participant motivations

The focus group included six participants from Cardiff Metropolitan University within three groups;

- 2 participants from 1<sup>st</sup> Year
- 2 participants from 2<sup>nd</sup> Year
- 3 participants from 3<sup>rd</sup> Year

These participants were chosen to provide the researcher with the opportunity to distinguish any similarities or trends across the Events Management programme. The focus group delivered rich qualitative data that consisted of the participant's attitudes, experiences and motivations which was achieved through interaction of all three-year groups coming together. The focus groups were conducted separately, this was to allow the participants to feel comfortable, and the researcher did not want the participants to feel intimidated by older students.

The same precautions as conducting an interview were put in place in regards to consent and awareness of the situation. The participants were provided with an information sheet before the discussion took place, along with a consent form that reassured them they could withdraw at any time and that their identity would remain anonymous. There were no names used for this method, however all participants were provided with an alphanumeric tag, ensuring total disclosure. The focus groups were conducted on campus during daylight hours for safety and lasted approximately 30 minutes. To allow analysis of the data collected the sessions were recorded and a transcript was written up (appendix?), this method allowed a diverse response in a controlled and comfortable environment.

Conducting this method allowed the researcher to gain qualitative information in regards to different age groups at Cardiff Metropolitan University. The focus groups went well, however if the study was to be repeated the author feels that this method should be prioritised to embellish further on the data collected. This method allowed a comfortable environment with the participants that if the author had decided to combine would of allowed a more valid and reliable result to be found.

#### 3.8.4 Overview of Qualitative Data

The benefit of using the above stated research methods proved effective to the researcher, it allowed detailed data to be collected reflecting the topics discussed in the literature review to achieve the objectives of the research.

### **3.9 Quantitative Data**

*'Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews.'*

(Dawson, 2009: p. 15)

Carter and Thomas (1997) define quantitative data as a process that analyses numeric data in regards to reliability to test a hypothesis. This method considers asking participants opinion on their attitudes, motivation and experiences in a structured way using a questionnaire or structured interview. To ensure valid and reliable results it is important to take into consideration the number of participants needed, this would be part of the sampling process.

This method focuses the attention on measuring amounts with little attention to descriptive answers allowing the data collected to be easily replicated by future researchers. As the researcher is using a mixed method approach it was important to use quantitative methods to provide reliable and valid data to compare with the qualitative collected. The research chose this method due to its increasingly growing ability to handle the data via computers cutting down the time it would take to carry out a complex task. (Moore, 2006)

#### **3.9.1 Questionnaire**

The questionnaire used for this research project was created using Qualtrics, a university supplied and approved software that made ethics approval less complicated. The questions were developed after conducting the literature review allowing any gaps in the topic to be concentrated upon. Considerations were made to ensure a constructed letter was shown at the beginning of the questionnaire to allow participants to be made fully aware of what was expected from them and that they could withdraw at any time to satisfy ethical needs.

The questionnaire contained 44 questions overall, however it was split into 2 sections;

#### Section 1

- Volunteer Demographics – Age, Gender, Occupation
- Volunteer Experiences
- Charity Volunteering
- Overall Experience

#### Section 2

- Motivation

The reason for this was to allow themes and trends to be identified within the themes of the questionnaire that can be seen within the literature review and then reflected in the results, discussion and analysis chapter.

The sample size for this method was aiming to be 100 participants, however the total respondents was 67, with only 45 being acceptable to use. This was a disadvantage of the software used, as being able to skip question allowed for incomplete questionnaires to be submitted. This method provided a mix of responses that came from open ended, multiple choice and fixed end questions. To benefit this project further if carried out again the questionnaire would need to be planned more effectively. The researcher feels that the questions used came across slightly suggestive, potentially influencing the participant's responses.

This method as a surprise to the researcher became the least reliable in terms of valid data to assure triangulation was carried out successfully.

### **3.10 Advantages and Disadvantages of Data Collection Methods**

As already mentioned the researcher chose a mixed method process for this research project, which included quantitative and qualities methods. In hindsight, this has proven to be time consuming when analysing the data collected. If the research was to be carried out again the researcher would recommend focusing on qualitative forms of data collection and use the literature review to primarily focus on the

quantitative data already published. There could still be some form on quantitative questions asked to gain an understanding of the demographics of the volunteers, however this would only need to be the basic questions.

### **3.11 Chapter Review**

This chapter has provided the reader an overview of the research methods chosen, whilst also considering the advantages and disadvantages of these methods. If a research project was to be conducted again, the author would ensure to focus on one particular qualitative method focusing in on participant motivations, by completing this method early on in the study this would then uncover if there was a need for a further method.

This chapter will now follow on to the results, analysis and discussion element of the research project where both qualitative and quantitative methods will be presented in and reflected upon. The quantitative data collected will be presented in graphical format including pie charts and graph whereas the qualitative will have key themes and quotes throughout.

## **4.0 Results, Analysis and Discussion**

### **4.1 Chapter Overview**

This chapter will show the *results, analysis and discussion* of the study and will offer the reader knowledge of the results gained from the primary data collection. This will then lead the researcher into the analysis and discussion of the results which will feed back into the literature review, comparing the findings to establish any themes that have become prominent throughout.

The first section of this chapter will concentrate on analysis of Part 1 of the online questionnaire, along with the semi-structured interview and focus groups. The second section will focus of Part 2 of the online questionnaire along with the focus groups. The author has done this as the second part of the online questionnaire required a more in depth approach. This will allow recognition of the different motivations to each participant experience, as all are different yet equally important to the justification of the project. The results have not been analysed and discussed in chronological order, they have been divided into themes to allow clearer representation of the data collected.

For clarity and ease of understanding the key themes the writer has decided to combine the results, analysis and discussion chapters.

#### **4.1.1 Questions without statistical graphic representation**

Questions that have not been presented within the chapter as the author believed that the data gained from these questions would not be of benefit to the reader, and especially if the study was to be used as a basis for further study. The data included in these questions was to determine the programme and universities that the participants attended.

#### **4.1.2 Online Questionnaire Part 1, Focus Group and Semi-Structured Interview**

This section of the chapter will focus on all three methods used to collect primary data using qualitative and quantitative processes. All questions within the questionnaire and focus group remained the same, one full copy of which has been attached in as

only appropriate questions will be discussed. The script from the interview can be found in (appendix?) and the focus group in (appendix?) that will also be used to carry out a full analysis. The online questionnaire was completed by 43 participants, understandably some questions were not fully completed and this can be seen in some of the graphic representations of the questions asked.

## **4.2 Volunteer Demographics**

This section includes questions on the demographics of volunteers, the researcher will look at gender, age and occupation to allow an analysis to be made to ensure organisations recruit and retain volunteers efficiently.

Figure 4.1 - Q1 Volunteer Characteristics

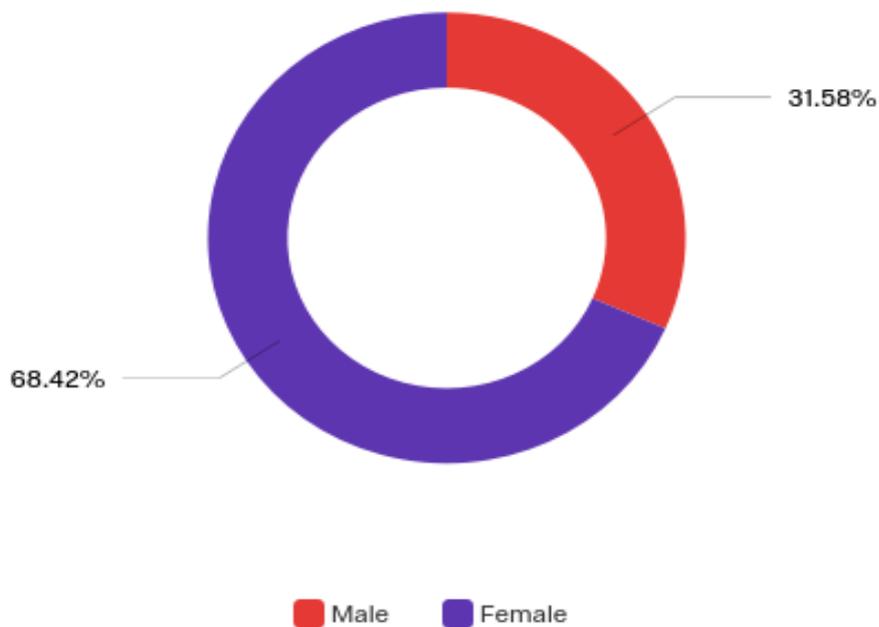
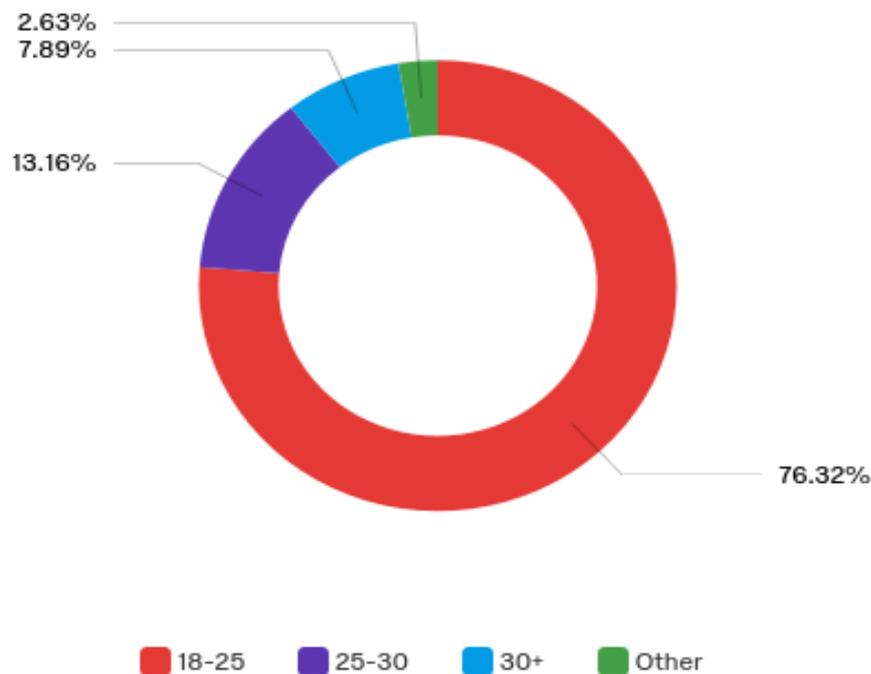


Figure 4.2 - Q2 - Age Range



Questions 1 and 2 of the online questionnaire show the demographics of the participants in regards to Gender and Age. The pie chart above replicates the question 'Volunteer Characteristics' that 68.42% of the respondents were female and that 31.58% were males. The chart represents the participants represented due to their degree however it doesn't reflect the Voluntary Sector Survey 2014 findings that men have overtaken women in the within the last 10 years increasing to 27% of the UK population. (Cahalane, 2014) The chart does show that significantly more females responded and this is explained by the proportion of males to females that study on the Events Management course at Cardiff Metropolitan University, showing that there is a female dominance.

Question 2 illustrates the age of the participants who completed the online questionnaire. From the 40 respondents, 76.32% showed highest proportion of participants came from the (18-25) demographic, primarily showing a student's age. As the questionnaire was aimed at students of Cardiff Metropolitan the data can be seen as accurate, however if distributed to a wider audience the results would differ.

The NCVO (2017) graph shows a better reflection due to the higher response rate and wider participants throughout the UK. The higher number of participants that were involved with volunteering at regular intervals throughout the year was 49%. As discussed in chapter 2, the demographics of a volunteer was explained by Reza, Asieh and Nooshin (2013) and Burgham and Downward (2005) as having no significant impact on a participant's motivations to volunteer. Interview Clarke (2017) expressed that,

*'Definitely not, we have volunteers from across the scale. We really are like one big family of different ages, uncles, aunties, mums, dads, cousins, you name it we all work together.'*

The researcher feels that due to the method in which the questionnaires were distributed this has impacted the data collected, even though the data in chapter 2 suggested there was no impact. Social media has become prominent in the younger bracket of the age ranges targeted, Statista (2017) found that 34% of users were between 18-30 years old.

Figure 4.3 'Demographic ranges of Volunteers' NCVO (2017)

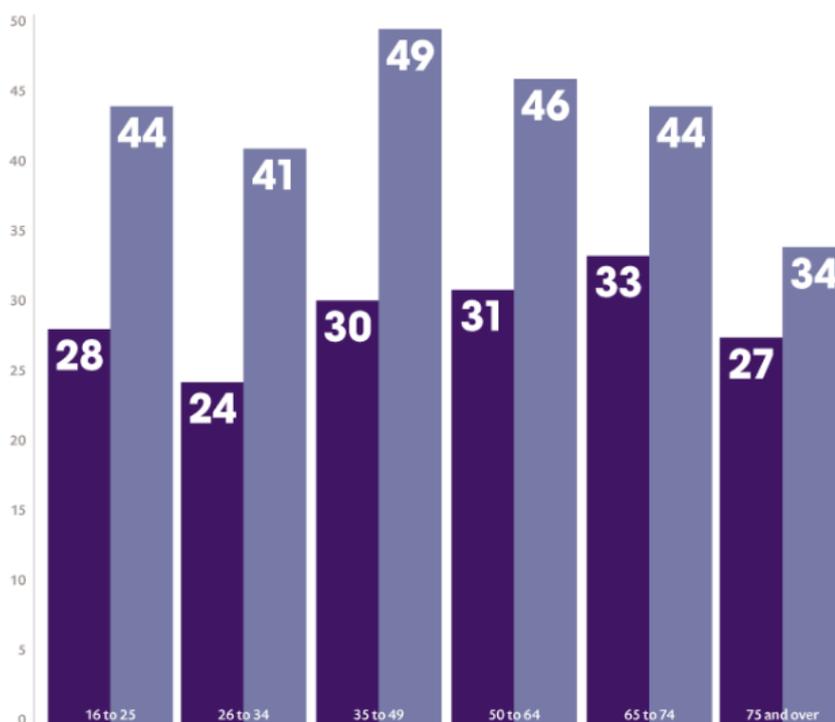
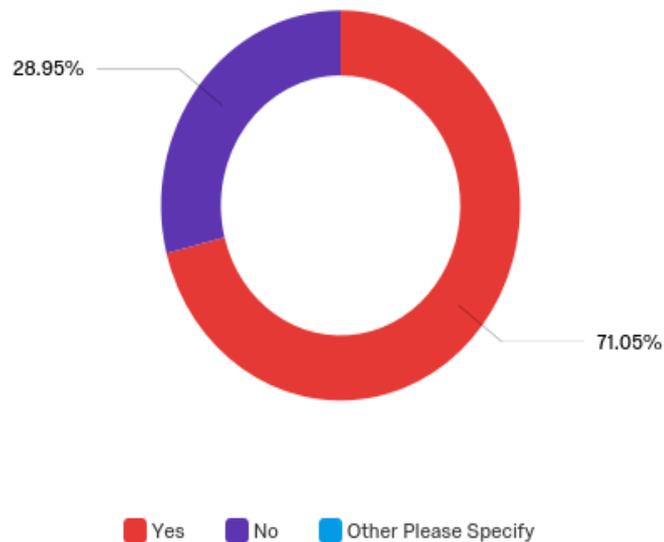
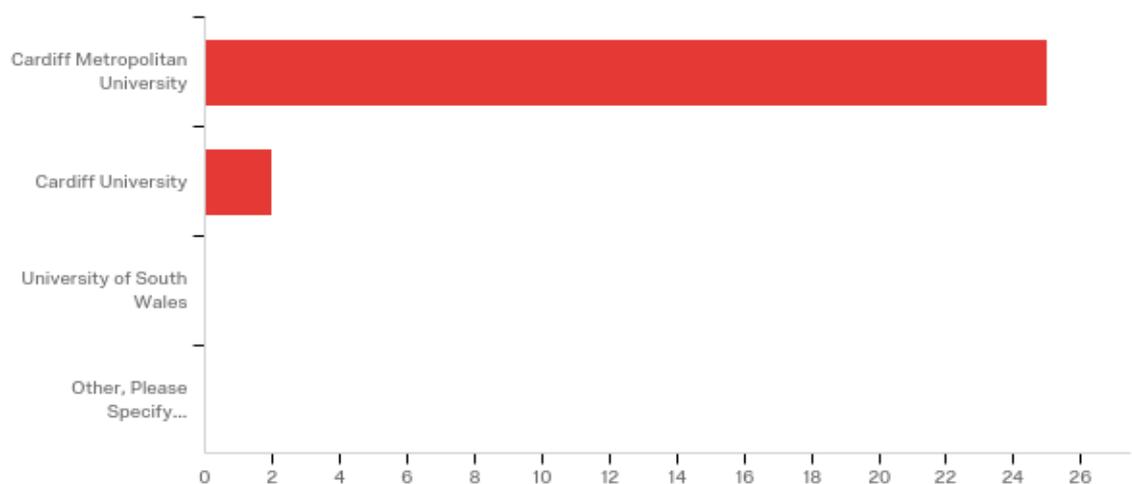


Figure 4.4 Q3 Are you a student?



The above pie chart relates to the characteristics of the responders, 71.05% of responses were from students and the remaining 28.95% were not. This can be explained through the distribution of the questionnaire across the researcher's peers, the questionnaire was aimed at students studying on the Events Management programme.

Figure 4.5 Q4 - If a student, where do you study?



The pie chart above shows the participant's responses to the institution they study in, as the questionnaires main target audience were the researcher's fellow peers Cardiff Metropolitan was the most prominent with 95.59% of the responses.

#### **Q5 - What course do you study?**

As stated in the previous graph, the main target audience for this research was the researcher's peers at Cardiff Metropolitan University. This is clarified in the results of this question as 95.9% of responders studied the same programme as the researcher.

### **4.3 Volunteer Involvement**

Question 6 determined whether the participants had previously volunteered, 90.32% of the participants answered yes. This result was expected as the sample selected studied the Event's Management programme requiring volunteering as part of the work experience module. This result didn't come as a surprise to the author, however when looking at the participants that said no, they were sent through to a comment box which asked them for a reason. The majority of the answers reflected their age with most falling into the (18-19) bracket, this can be explained as the recent statistics showing the average age of a university student is 20, increasing by just 1.5% since 2015. (Gov, 2017)

After answering the above question in regards to volunteering, the participants were then asked how regular these occasions were, 32.35% answered yes and 67.65% answering no. The results for this question was highly unexpected as the target audience for the research project were students on the Events Management programme that requires an element of work experience and volunteering to complete the programme.

Figure 4.6 Q8 - How often do you volunteer?



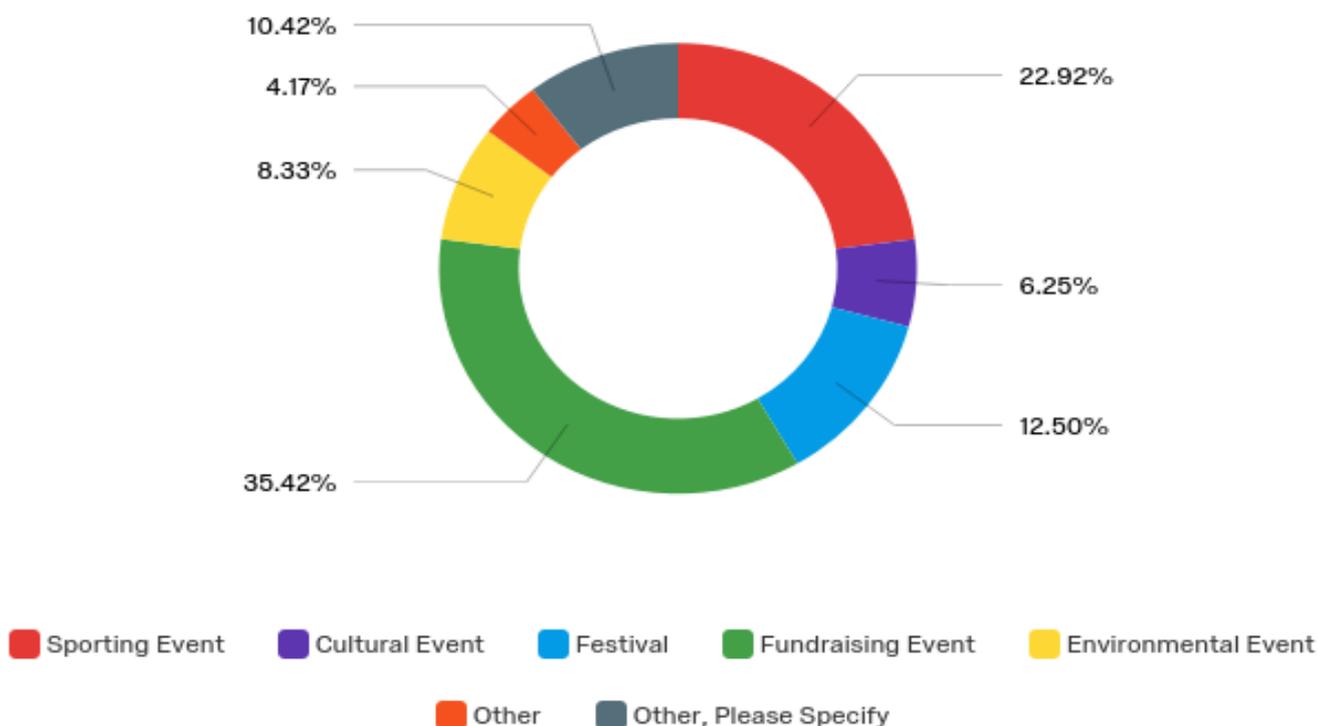
The reason the author chose to include question 8 was to find out how often students volunteered as this played a key part in finding out what motivated the individuals. The highest finding was that 41% volunteered once every 3 months and 35% stating it could be as little as once in a year. The participants that volunteered on a regular basis '35%' fell into the age bracket of 50+ suggesting that retirement allowed time to become available to the participants. Warburton and Oppenheimer (2000) suggest that retired individuals bring a good deal of life experience and skills to an organisation. As stated in discussion with the charity representative 'We have a lot of volunteers that have recently become retired, they have the time to commit and get involved and want to remain part of the community.' (Interview, 2017)

There was a mix of responses from participants that stated other when considering the data, the researcher identified an interest in annual events, and events that come about once a year. This can be related back to the literature that suggests volunteers wish to be part of a prestigious event. (Ralston, Downward and Limsdon, 2004)

Once the researcher had asked the question about how often an individual volunteer it was important that the next question narrowed this down further by asking how many hours were volunteered in a 4 month period. The highest result was that 33.33% of students stated that in the period they volunteered 12+ hours. In comparison to the second highest of 27.27% of students stating they only volunteered 1-3 hours. This came as a shock to the researcher as when asked in the semi-structured interview it revealed a lot of their volunteers are regular and commit to a substantial time each week or month.

## 4.4 Volunteer Experiences

Figure 4.7 Q10 - What kind of event was it?



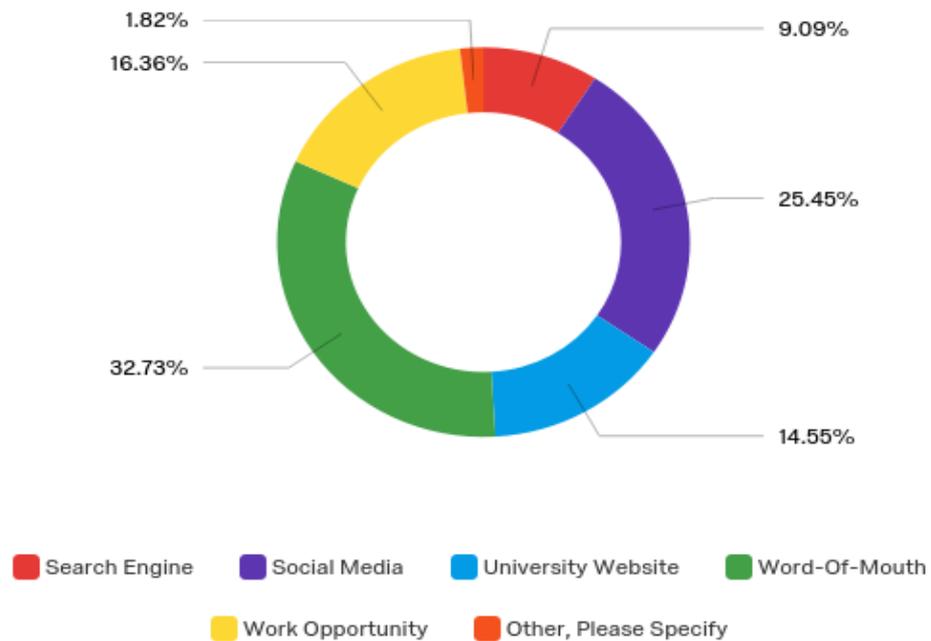
Question 10 has enabled the researcher to narrow down what types of events were volunteered at to enable any trends to easily be found. From the above pie chart 35.42% of responders chose 'Fundraising Event' with a 'Sporting Event' following behind at 22.92%. As the sample selected were studying in Cardiff the most popular times of events volunteered in fit in with the local culture of the city. The literature suggested that sporting events had become the most popular with students when volunteering (Johnson et al 2000), this can be justified within the results. Fundraising events can also be determined as having a close relationship with sporting events, organisations often combine the two due to sponsorship.

Within the literature, Holmes and Smith (2009) and Jay and Sargeant (2004) suggested the most popular event volunteers were involved with was fundraising. This is due to them having an interest or a link to the charity, making it easy to gain access to opportunities. This can be clearly seen in the data collected with fundraising receiving

35.42% of votes. Within the literature, the author discussed that Musick and Wilson (2007) believed fundraising volunteers are the most motivated, the data would suggest that this would be accurate.

The option of a festival event only received 12.5%, this came as a shock to the author as festival season was well underway when the students started their work experience placements or volunteering in second year.

Figure 4.8 Q11 - How did you find out about your volunteering opportunities?



This question allowed the researcher to find out the ways in which the volunteers engaged with the opportunities to volunteer. The suggestions provided to the responders included options that were public and some that were purely found out through the university to allow the researcher to see if any of the responders only actively found placements due to their module, this only resulted in 14.55%.

The data suggest that's 32.73% of participants found out about volunteering opportunities through word of mouth, this surprises the researcher as

This question was used to gauge frequency of the events that were being volunteered at, this was asked so the researcher could understand whether this was a reason that volunteers continued with their placements.

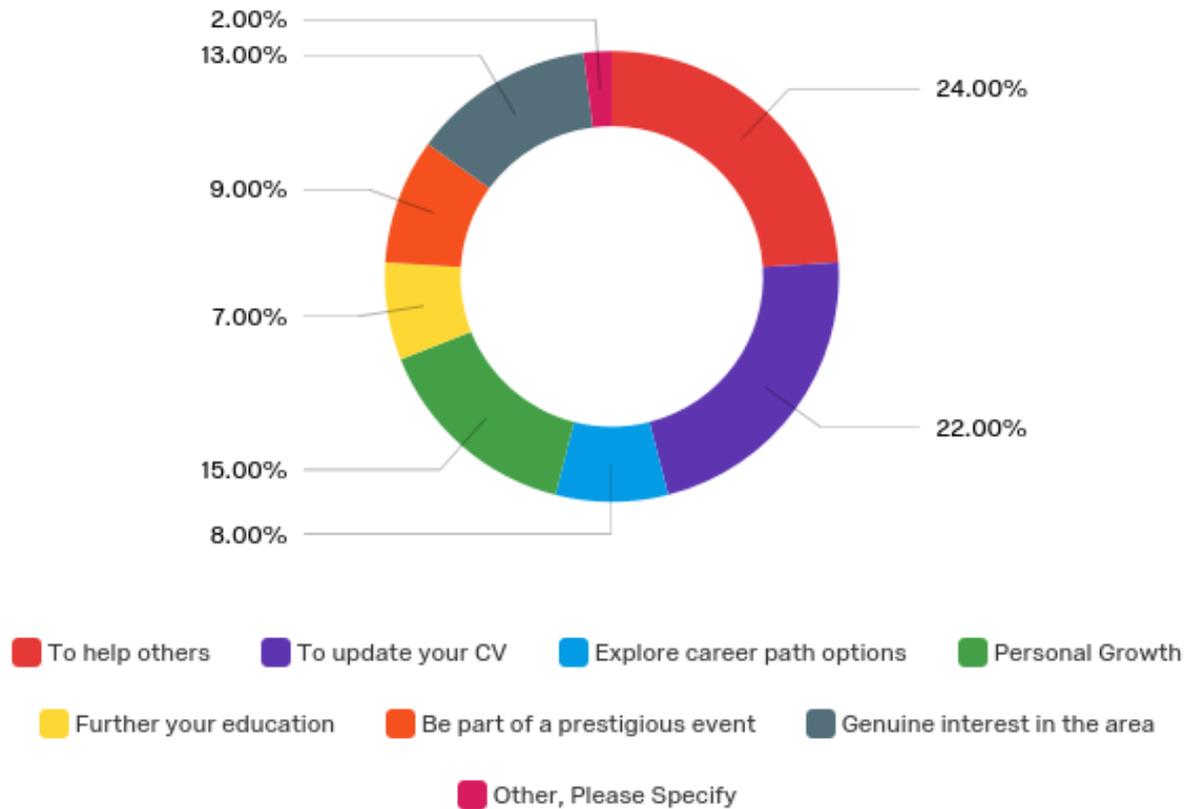
Figure 4.9 Q13 - How long would/have you travelled to volunteer?



Question 13 was included as it was a means of gauging whether distance played a part in a student's reasoning to/to not volunteer. The highest response was 41.18% which shows the researcher that the closer the volunteering opportunity is the better turn out they will receive as only 23.53% and 8.82% of students would travel further to volunteer, this can suggest higher motivation levels.

## 4.5 Volunteer Motivations

Figure 4.10 Q14 - What were the reasons that motivated you to volunteer?



This is one of the most significant questions in the questionnaire as it allowed the participants to state the reasons they chose to volunteer. The purpose of this question was to analyse whether these were intrinsic or extrinsic to allow the researcher to find a balance or an overall impression of which motivated students within the data and the published literature. The categories were chosen by the researcher after conducting the literature review which provided the key suggestions along with the researcher's own experiences.

The highest response was unexpected to the researcher, 24% stated that they volunteered to help others with only 7% using volunteering to further their education. Elstad (2003) suggested in the literature that volunteers were predominately encouraged by the opportunities provided within their education, something the author would also agree with. Whilst studying on the programme a key element of the

experience was to gain work experience and volunteer within organisations, a focus of the course that attracted the author.

The second highest response was that 22% of participants used their experiences to update their CV. This can be linked to the demographics of a volunteer previously discussed in the literature review, the questionnaire was aimed at university students studying on an Events Management programme. This outcome would suggest clarity of the target audience used, deeming the data liable and accurate. The data suggests that the participants who fell into the bracket of 18-25 were the most likely to want to update their CV as once completing a degree they are more worthy with up to date experiences.

Personal growth received the 3<sup>rd</sup> highest response with 15%. This can be linked back to Maslow's hierarchy of needs that suggests intrinsic methods of motivation. Ryan and Deci (2000) explained that an intrinsic need was to satisfy an individual's human state or approach to learning, this need is something that is personal to them and can be significantly different in every participant. Maslow (1954) determines a theory that is broken down to establish the needs of an individual to establish their fundamental values of self-need. The top of the hierarchy suggests self-actualization is only reached when all the levels of the hierarchy have been met. The data suggests the lower level needs of the participants are less important to the participants as this could potentially slow down the process of reaching self-actualization meaning they realise their self-potential and have found self-fulfilment.

A small percentage of 13% of participants stated the reason they volunteered was genuine interest in the area. This can be linked back to Holmes and Smith (2009) and Jay and Sargeant (2004) who suggested the most popular reason with volunteers to be involved with fundraising was due to them having an interest or a link to the charity, making it easy to gain access to opportunities. An interesting find to the author was that only 9% of participants were motivated to volunteer to become part of a prestigious event. As the author and those targeted live in Cardiff it came as a surprise that the interest in the events and culture of the city was least important. Since

studying at university there has been events such as RBS 6 Nations, Autumn Internationals and in June this year will be the Champions League final being held in the city centre, so to read that this motivation was least important shocked the author. Kemp (2002) explained in the literature that during the Olympic Winter games in Sydney they were inundated with volunteers because the event was one of a kind, like Wang (2008). He suggested that in survey regarding the Commonwealth Games in Manchester that participant's opportunity to become part of a hallmark event is what attracted them to take part. The motivation to further education and experience career path options were also low, something that the literature suggested was important to individuals with Elstad (1997) portraying volunteers as being a predominant motivational factor.

#### **4.6 Volunteer Satisfaction/Dissatisfaction**

The researcher chose to conduct a focus group that allowed qualitative findings to be produced that were more personal to the participants than of those in the questionnaire to satisfy the project objectives. The transcripts from the focus groups can be found in appendix (7).

The participants expressed that when volunteering at events they were instantly made to feel comfortable on arrival this was due to the communication and organisation from the charity.

The focus group findings showed that the satisfaction from the participants were due to engagement with the participants of the events. Participant 5 (Focus Group 1, 2017) expressed *'I felt extremely happy when I managed to help a little boy register and give him his number dressed as iron man, he was so excited to be taking part in the run'*.

The dissatisfaction of the volunteers was recorded to allow the author to identify whether these were influenced by the participants intrinsic and extrinsic needs. The findings from this question suggested that the participants were dissatisfied or became unmotivated when there was a lack of communication or an awkward encounter with a participant within the event. The focus group then allowed the research to identify what the participants felt motivated others to volunteer, surprisingly there was a consistent response from all year groups. The participants felt that motivation of volunteers came from expanding their knowledge whilst

studying and can be influenced by a personal connection with the charity and the causes.

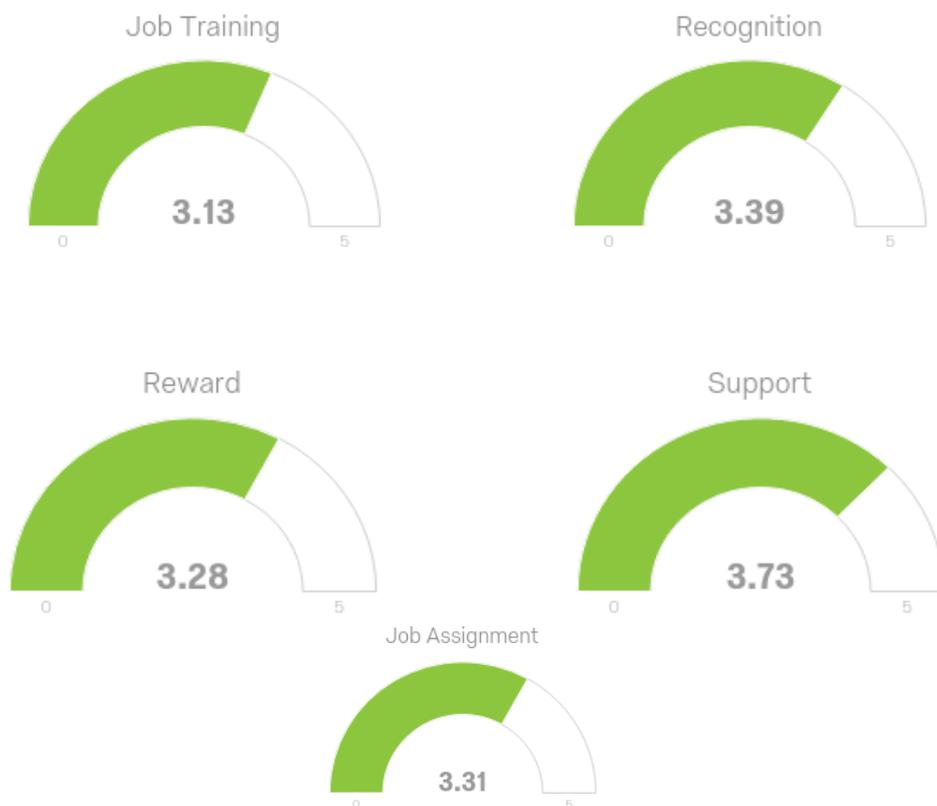
A statement was then given to the participants within each group conducted, they were then asked to explain how true/untrue they felt the statement was.

*'Elstad (1997) suggests that student volunteers predominantly feel encouraged by the opportunities provided within volunteering to allow them to expand personal networks, be part of an event atmosphere and the ability to experience job related aspirations.'*

The responses to this statement along with those in the literature review and questionnaire positively suggested that volunteers are motivated by the opportunities, expanding personal networks and the atmosphere of partaking as a volunteer.

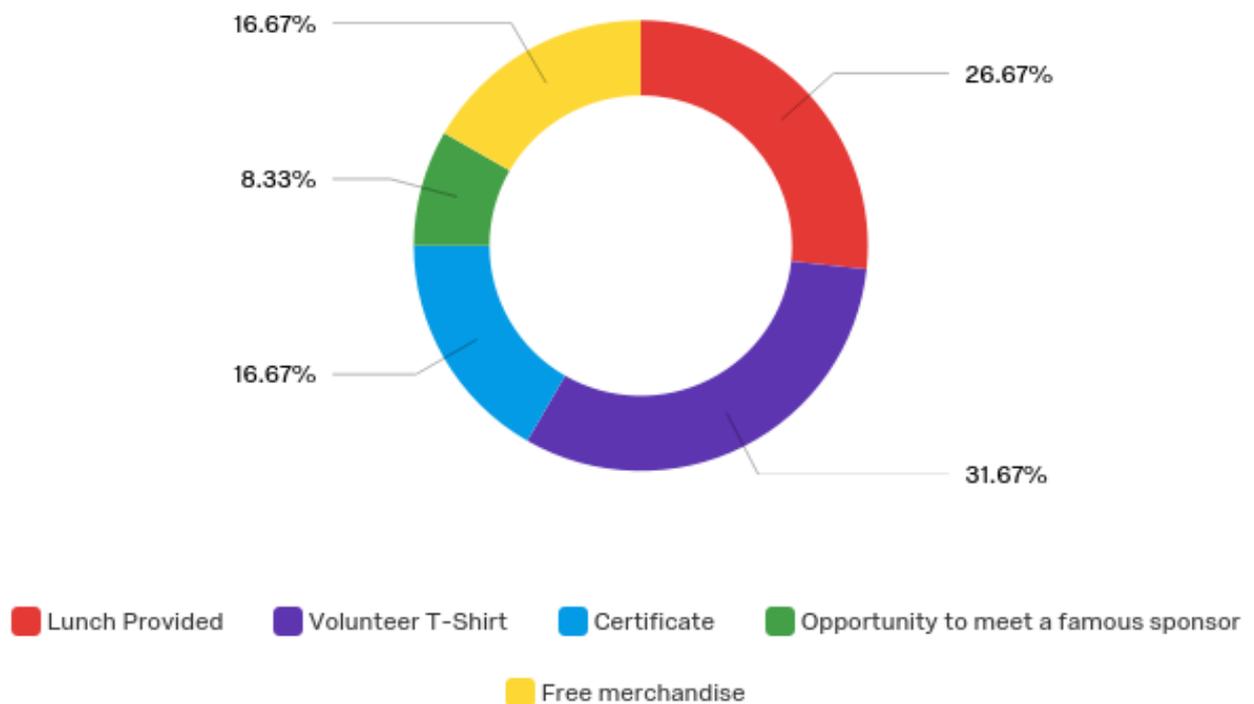
The researcher feels that from the focus group the third years had more to say about their experiences, this could be that they have had longer to gain experiences and were more confident to identify the positives and negatives.

Figure 4.11 How satisfied were you with the following during your experience?



Question 15 was asked to allow the researcher to gauge how satisfied volunteers were with certain aspects of their experience as this would then influence any recommendations for further volunteering providers in regards to motivation. As seen above the averages of responses (1 – Not Satisfied – 5- Very Satisfied) were 3.13, 3.31, 3.28, 3.39 and 3.73%, a balanced average over all areas.

Figure 4.12 Q16 - What incentives did they provide you with?



The purpose of this question was to allow the researcher to analyse any incentives provided to volunteers that could influence their decisions to volunteer. A similar question was then asked in the semi-structured interview to allow the researcher to identify any gaps in the knowledge of the organisation. This question would also allow an opportunity to identify the intrinsic and extrinsic needs that were most popular. The researcher asked the charity representative ‘What benefits/rewards do the volunteers gain from volunteering for you?’.

*‘Here at Kidney Wales we don’t believe in rewarding our volunteers for the amount of hours or length of time they have served us. We value our volunteers equally. Ensuring that they are happy and enjoy their experience is most important to us, so if it’s a T-shirt, Tea or Coffee they want at an event then that’s what they get.’*

*We have found over the years that the experience itself, a t-shirt/hoodie has been greatly appreciated by the volunteers. This has progressed though, we now hold Thank-you dinners, Ambassador Dinners and even Tea and Coffee mornings.*

*These are all put on to ensure the volunteers, supporters, committees all feel valued for the work they do for us. Everyone is recognised in their own way. Some volunteers like different roles to others and they help us in different ways. For example,*

*'We have a volunteer that likes to collect our charity pots from the local area once a month, he comes into us and exchanges them for empty ones and off he goes. He comes back every month, he does it because he wants to and feels important by the small donation of his time that it takes, he values the up-to date merchandise that he receives. They are invaluable, can you imagine having to take someone out of the office to do this, and the work they would have to stop just to do so.'* (Charity Representative, 2017)

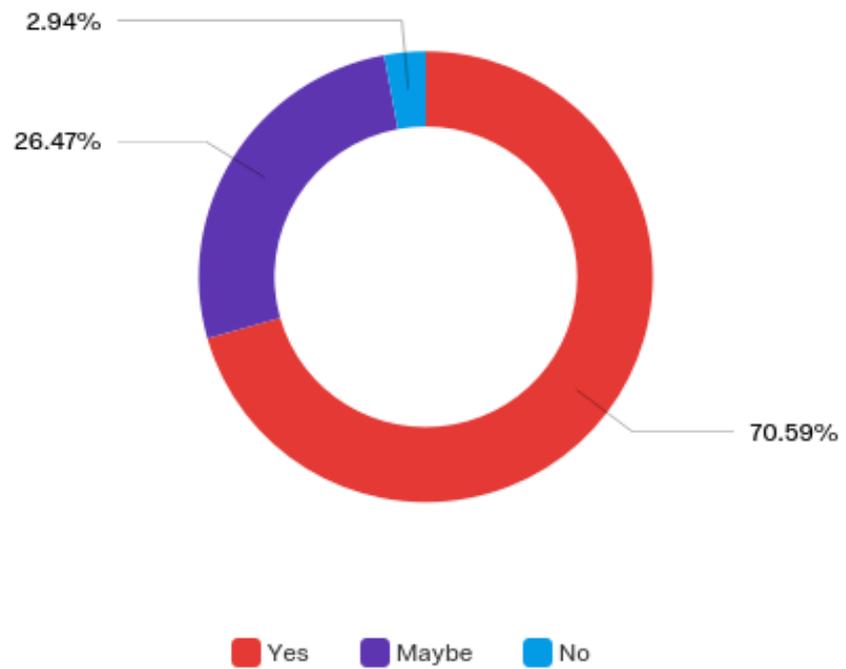
The data collected from this question along with that of the charity representative suggests that physiological and intrinsic needs were most important to the volunteers, 26.67% and 31.67% of responders showed that lunch and a volunteering shirt being provided was a common bonus added to their experience. Mullins (2006) suggests that intrinsic motivation is associated with 'physiological rewards' such as sense of achievement, positive recognition and feeling appreciated. This reflects in the theory of Maslow (1954), in order to remain motivated physiological/intrinsic needs need to be met, these are air, food and drink, shelter and sleep.

Figure 4.13 Q17 - Did your volunteering experience at the event fulfil your original expectations?



Question 17 allowed the researcher to gain an overall impression of the student's impression of their volunteering experience, 94% stated yes with only 5.88% stating no. – refer to focus group

Figure 4.14 Q18 - Would you volunteer at an event again?



Question 18 asked the responders to clarify if after their experiences would they volunteer again. 70.59% answered yes, 26.47% stating maybe and as little as 2.94% responding with no.

The second part to the questionnaire was 17 questions that asked the students to state how true a statement was to them, this would allow the researcher to determine whether these were **intrinsic or extrinsic**. To allow the author to explore volunteer motivations further the participants were asked questions to reflect their opinions on a statement, these statements were drawn from the literature previously reviewed. The purpose of this was a reflection on how the literature suggested there was minimal academic evidence involving the interest and patterns of volunteer motivation.

Table 4.1 'Needs of a Volunteer from Questionnaire'

Question	True	False
Volunteering can help me to get my foot in the door at a place where I would like to work.	28	5
My friends volunteer.	22	11
I am concerned about those less fortunate than myself.	26	7
People I'm close to want me to volunteer.	17	16
Volunteering makes me feel important.	23	10
No matter how bad I've been feeling, volunteering helps me to forget about it.	16	17
By volunteering I feel less lonely.	23	10
I can make new contacts that might help my business or career.	29	4
I can learn more about the cause for which I am working.	27	6
Volunteering increases my self-esteem.	27	6
Volunteering allows me to explore different career options.	28	5
Volunteering lets me learn things through direct, hands on experience.	28	5
I feel it is important to help others.	27	6

Volunteering will help me to succeed in my chosen profession.	27	6
I can learn how to deal with a variety of people.	20	13
Volunteering makes me feel better about myself.	25	8
I can explore my own strengths.	24	9

The statements provided were influenced by those that are intrinsic, this was to analyse whether the data collected from the charity and the literature were balanced. The results show that all 17 questions had a higher response of True, with only 2 statements within the false section being moderately higher.

The statement valued the highest of being true was to make new contacts that might help the participants gain access to contacts that could help them in their future career. As noted in Question 14 of the questionnaire 8% of participants used the experiences to aid their future career paths, this then came as a surprise to the researcher as being contradicting results.

#### **4.7 Chapter Overview**

This chapter, has allowed the results of the data collected by the researcher to be presented, discussed and analysed to provide an overview of what has been achieved.

The next section will be the Conclusion and Recommendations, this chapter will look to summarise the researcher's findings to allow the researcher to see if the aims and objectives were met.

## **5.0 Conclusion and Recommendations**

### **5.1 Chapter Overview**

This chapter will allow the author to present the reader with a summary of the research findings in reflection of the original aim and objectives found in chapter 1 section 1.4 of the study. This will then allow a discussion of future research that can be achieved using the results of this study. This will then be followed by the research limitations, author recommendations and a personal reflection of the research journey.

### **5.2 Summary of Findings against Objectives**

The aim of the study was to investigate the motivational factors that encourage individuals to volunteer at third sector events. The author has successfully satisfied the research project's aim by implementing the following objectives:

- 1) To critically review the current literature relating to unpaid volunteering and the motives of people who undertake such work.**

Through completion of the *Literature Review* (Chapter 2) the author has been able to bring the reader's attention to the literature surrounding motivational theories and volunteerism to achieve this objective. The researcher broke the literature down into 2 sections, Motivational Theory and Volunteer Theory. This was to allow an understanding of the traditional motivational theory before underpinning it to include the upcoming theory of a Volunteer. The traditional theory covered popular theorists such as Maslow (1943) and Herzberg (1954) to allow an overview of what motivation is and how it has grown to become implemented in organisations today. The volunteer theory was then discussed to allow application of traditional theories in volunteer motivations. The two needed to be understood before any research was conducted, ensuring the gaps in the literature were identified and underpinned throughout the primary research methods.

The purpose of this chapter was to apply background knowledge of the topic that can be reflected into Chapter 4 when the researcher will discuss and analyse her results.

**2) To undertake primary research data collection with past and present unpaid volunteers working for established charities to understand their motivations and what they wish to gain from the experience.**

In order to achieve this objective, the researcher undertook primary research which can be found in Chapter 3 Methodology. The researcher used both quantitative and qualitative methods to achieve the data collection consisting of a questionnaire and a focus group. The purpose of executing primary research was to allow the researcher to build upon the identified areas of the literature review that lacked substance within the topic. The methodology chapter provides a detailed outline of the approach and methods used to undertake this research project and the ethical considerations taken. The quantitative data collected has not only reaffirmed what the researcher first thought, but has allowed the author to offer differing opinions to enable further studies to be carried out into the motivations of a volunteer.

**3) To undertake primary research data collection with a representative from a charity that recruit's unpaid volunteers.**

Like the objective above, the researcher then undertook a primary research method that allowed a perspective from an organisation that recruits unpaid volunteers, this was done in the form of a semi-structured interview. The researcher felt it was important to perform this interview to allow a comparison of the motivations recorded by the charity and of the student volunteers. The success of the semi-structured interview can be seen in (Chapter 4), and for a full transcript the reader can refer to the appendix 4. This would then allow future recommendations to be made based on the overall outcome of the motivational factors surround volunteers at third-sector events.

**4) To review and analyse the primary data, presenting the results using a variety of formats.**

To fulfil this objective the author presented the results in a style that enabled the reader to easily understand and comprehend, this allowed this objective to become satisfied throughout chapter 4. The findings from the quantitative data has been presented in a variety of bar graphs and pie charts, these have been shown in colours that would allow the reader to become engaged with the data. The qualitative data has been quoted throughout the results, analysis and discussion chapter to allow the researcher to refer to the literature review to find similarities or differences within the findings. A full transcript for the qualitative data collection can be found in the appendices as the author felt only key findings needed to be concluded in the chapter. Chapter 4 has been analysed using a thematic and content analytic approach to allow a clear understanding of the data collected and the methods used.

**5) To consolidate the research findings by achieving an understanding of the motivations that cause people to act as unpaid volunteers at third sector events.**

This chapter offers a conclusion to the research project by gaining a full understanding of the motivations that cause people to act as unpaid volunteers at third sector events. Within the chapter the research offers future recommendations (5.5) to allow third sector organisations to understand in greater depth the motivations of volunteers to aid recruitment and retention based on the data collected. This will then allow the researcher to elude whether the topic is eligible for a further research project (5.6) discussing the limitations found (5.5).

### **5.3 Research Limitations**

This project, like others encountered problems in terms of collecting data. Although the research aims and objectives have been met by the study the most present research limitation was the participation numbers for the quantitative data. With an original hope of receiving 80 responses to the questionnaire and only receiving 43 has affected the reliability of the findings. However, the qualitative methods compensated the shortfall of quantitative data and has enabled the researcher to keep a balance between the findings to ensure they are reliable. The researcher publicised the electronic questionnaire after the Christmas break which could have led to the lack of participants, a lot of dissertation students proceeded to release theirs at the same time causing an overload of questionnaires to the students.

### **5.4 Personal Reflection on the Research Journey**

The researcher has used this dissertation project as an opportunity to combine her knowledge on the third sector, personal experiences as a volunteer and her expectations for her future career to produce this study. The researcher has enjoyed the opportunity to design a research question that embellished upon her own thoughts and feelings towards motivation as a volunteer. The researcher's motivation for this study started when studying motivational theory in her first year of studying on the events management programme. Combined with her ambition and passion to work in third sector after graduation this project has firmly reinstated her motivation to achieve this goal.

### **5.5 Future Recommendations and Contributions of Research**

The results of the study have suggested that intrinsic methods are the most prominent when recruiting and retaining volunteers in terms of the motivation to participate in third sector events. The project will now be of use for non-profit organisations to underpin the results collected into their strategies in place for their current and future volunteers. It became clear that these organisations have a duty of care towards them, and that by satisfying a participant's physiological needs as represented by Maslow (1943) they can gain more from their volunteers.

The representative from the charity couldn't have said it any clearer.

*'Satisfying a volunteer's basic needs makes them feel cared for, valued and looked out for. All our events we provide them with refreshments. This is something that goes without saying, if you look after them they will look after us.'*

Organisations using volunteers now need to become fully aware of the intrinsic methods of motivation, this will allow a cost-effective method into the retention of volunteers.

*'Let's not forget about the volunteers, successful events couldn't exist without them'*  
(Getz, 2007, p.36)

## **5.6 Further Research Progression**

The literature has clearly suggested there is a lack of research surrounding motivations for volunteerism. This study has been able to identify this gap and provide a starting point for the knowledge that needs to be explored further to ensure third sector events remain successful.

The research and the literature combined has allowed the author to identify that Maslow (1943)'s hierarchy of needs is still extremely relevant regarding motivational theory and volunteerism today. A further study could be conducted focusing on this one motivational theory and the researcher feels this will provide more reliable and valid data.

## **5.7 Overall Conclusion**

The researcher feels that this project has investigated the motivational factors that encourage individuals to volunteer at third sector events successfully and has provided the sector with a starting point for future research. The researcher has used the data collected to establish the prominent motivational needs of a volunteer at third sector events and how organisations can use this data in the future.

## **5.8 Chapter Review**

This chapter has provided the researcher with a chance to reflect on the entire project to ensure the objectives set have satisfied the initial aim. The chapter has allowed the researcher to identify that intrinsic needs are prominent in the motivations of a volunteer and that the qualitative data collected was invaluable to the project.

## **7.0 References**

- Aamodt, M (2010) *Industrial/Organisational Psychology: An Applied Approach*, 6th Edition, USA: Cengage Learning
- Aime.aero. (2017). *WELCOME TO AIME 2018 | AIME 2017*. [online] Available at: <http://www.aime.aero/welcome-aime-2018> [Accessed 29 Mar. 2017].
- Amabile, T. (1993). Motivational Synergy: Toward new Conceptualizations of Intrinsic and Extrinsic Motivation in the Workplace. *Human Resource Management Review*. 3 (3), pp. 185-201.
- Bigley, G., Porter, L. and Steers, R. (1996). *Motivation and leadership at work*. 6th ed. New York: McGraw-Hill Education (ISE Editions).
- Bowdin, G., O'Toole, W., Allen, J., Harris, R., and McDonnell, I. (2012). *Events management*. (3rd edn) Routledge. pp. 352.
- Brooks, I. (2008). *Organisational behaviour: Individuals, groups and organisation*. 4th ed. Harlow, England: Prentice Hall/Financial Times.
- Cahalane, C. (2014). *Men overtake women as volunteer numbers return to highest in decade*. [online] The Guardian. Available at: <https://www.theguardian.com/voluntary-sector-network/2014/sep/05/men-overtake-women-volunteer-numbers-highest-decade> [Accessed 12 Apr. 2017].
- Cnaan, A., Handy, F., and Wadsworth, M. (1996). Defining who is a volunteer: Conceptual and empirical considerations. *Nonprofit and Voluntary Sector Quarterly*, 25(3), pp. 364–383
- Crainer, S. and Dearlove, D. (1999). *The ultimate book of business brands: Insights from the world's 50 greatest brands - des dea...* United Kingdom: Capstone Publishing.
- Dawson, C. (2009). *Introduction to Research Methods A Practical Guide for Anyone Undertaking a Research Project* (4th ed.). New York: Constable & Robinson.
- Dolnicar, S., and Randle, M. (2007). What motivated which volunteers? *Volunteers*, 18(2), pp. 135-155.
- DuBrin, A. (2011). *Essentials of management*. Cengage Learning.
- Fairley, S., Kellet, P., and Green, C. 2007. "Volunteering Abroad: Motives for Travel to Volunteer" *Travel Journal*, 19, pp. 165-169
- Getz, D. (2012). *Event studies, Second edition: Theory, research and policy for planned events (events management)*. 2nd ed. New York: Butterworth-Heinemann.
- Getz, D. (2016). *Event studies*. 3rd ed. New York: Routledge.
- Getz, D. (2007). *Event studies: Theory, research and policy for planned events*. Routledge.
- Ghosh, N., and Chopra, K. (2003) *A Dictionary of Research Methods*, Leeds: Wisdom House Publications.

- GOV. (2017). *Department of Education*. [online] Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/552886/HEIPR\\_PUBLICATION\\_2014-15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552886/HEIPR_PUBLICATION_2014-15.pdf) [Accessed 13 Apr. 2017].
- Hague, P., Hague, N., & Morgan, C., (2004). *Market Research in Practice A Guide to the Basics* (Market research in practice series Market research in practice). London: Kogan Page.
- Handy, F., Brodeur, N., and Cnaan, A. (2006). "Summer on the Island: Episodic Volunteering." *Voluntas*, 7, pp. 31–42.
- Handy, F., Cnaan, A., Brudney, L., Ascoli, U., Meijs, P., and Ranade, S. (2000). Public perception of "Who is a volunteer": An examination of the net-cost approach from a cross-cultural perspective. *Volunteers*, 11(1), pp. 45–65.
- Hodgett., R., Thompson, K., Hodgetts, R. and Luthans, F. (1995). *Social issues in business: Strategic and public policy perspectives - Fred Luthans*. 5th ed. New York: Macmillan USA.
- Hoffman, E. (1988). *Right to be human: A biography of Abraham Maslow - Edward Hoffman*. Los Angeles: Distributed by St. Martin's Press.
- Hollyforde, S., and Whiddett, S. (2002). *Motivation Handbook*. CIPD Publishing.
- Holmes, K., and Smith, K. (2012). *Managing volunteers in tourism*. Routledge. pp.88
- Kaur, A. (2013). Maslow's need hierarchy theory: Applications and criticisms. *Global Journal of Management and Business Studies*, [online] 3(10), pp.1061-1064. Available at: [https://www.ripublication.com/gjmbs\\_spl/gjmbsv3n10\\_03.pdf](https://www.ripublication.com/gjmbs_spl/gjmbsv3n10_03.pdf) [Accessed 5 Mar. 2017].
- Kemp, S. 2002. "The Hidden Workforce: Volunteers' Learning in the Olympics." *Journal of European Industrial Training* 26: pp. 2–4.
- Kenrick, T., Neuberg, L., Griskevicius, V., Becker, V., and Schaller, M. (2010). Goal-Driven Cognition and Functional Behavior The Fundamental-Motives Framework. *Current Directions in Psychological Science*, 19(1), pp. 63-67
- Lancaster, G. (2004). *Research Methods in Management*. Hoboken: Taylor and Francis.
- Lawler, E. and Nadler, D. (1979). Quality of work life: Perspectives and directions. *Organizational Dynamics*, 11(3), pp.20-30.
- Luthans, F. (2002). *Organizational Behaviour*. (9th ed.). McGraw Hill.
- M, R., Bigley, G., Porter, L. and Steers, R. (1996). *Motivation and leadership at work*. 7th ed. New York: McGraw-Hill Education (ISE Editions).
- Maslow, A. (1998). *Toward a psychology of being*. 3rd ed. New York: Wiley, John & Sons.
- Messner, P. and Graham, M. (1998). Principals and job satisfaction. *International Journal of Educational Management*, 12(5), pp.196-202.
- Mullins, L. (2007). *Management and Organizational Behaviour*. (8th ed.). Pearson, Education Limited

- Mullins, L. (2011). *Essentials of organisational behaviour*. 3rd ed. Harlow, England: Financial Times Prentice Hall/Pearson.
- Mullins, L. (2016). *Management and Organisational behaviour*. Harlow, United Kingdom: Pearson Education.
- Mullins, L. J. (2005). *Management and organisational behaviour*. Pearson Education. P.480. P.260. pp.261.
- National Council for Voluntary Organisations (2016). *Latest volunteering*. [online] Available at: <https://www.ncvo.org.uk/ncvo-volunteering> [Accessed 15 Dec. 2016].
- National Council of Nonprofits. (2015). *Volunteer Trends*. [online] Available at: <https://www.councilofnonprofits.org/thought-leadership/volunteer-trends> [Accessed 18 Apr. 2017].
- NCVO. (2017). *UK Civil Society Almanac 2014 / Who volunteers in the UK?*. [online] Available at: <https://data.ncvo.org.uk/a/almanac14/who-volunteers-in-the-uk-3/> [Accessed 12 Apr. 2017].
- Ralston, R., Downward, P., and Limsdon, L. (2004) . "The Expectation of Volunteers Prior to the XVII Commonwealth Games, 2002: A Qualitative Study." *Event Management* 9: pp. 13–26.
- Roberts, F. (2001). *Human motivation*. 5th ed. United States: Wadsworth/Thomson Learning.
- Ryan, R., and Deci, E., (2000). Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25, pp. 54-67.
- Saunders, M., Lewis, P. and Thornhill, A. (2003) *Research Methods for Business Students* , 3rd edn, Harlow: Pearson Education.
- Spence, K. (1956). *Behaviour theory and conditioning*. New Haven, CT: Yale University.
- Statista. (2017). *Average age of social media users | Statista*. [online] Available at: <https://www.statista.com/statistics/274829/age-distribution-of-active-social-media-users-worldwide-by-platform/> [Accessed 12 Apr. 2017].
- Staw, B. (1976). Intrinsic and Extrinsic Motivation. *General Learning Press*, Morristown, NJ
- Steers, R., Bigley, G. and Porter, L. (2003). *Motivation and work behaviour*. 7th ed. Boston: McGraw-Hill Publishing Co.
- Tay, L., and Diener, E. (2011). [Needs and subjective well-being around the world](#). *Journal of Personality and Social Psychology*, 101(2), pp. 354.
- Tenenbaum, G., and Eklund, R., (2007). *Handbook of Sport Psychology*. [online]. Wiley. Available from:<<http://www.myilibrary.com?ID=103250>> 20 February 2017
- The Athens Olympic Games." *Journal of Sport Management* 21: pp.41–57.
- Volunteering Wales (2011). *What Is Volunteering?*. [online] Available at: <https://www.volunteering-wales.net/what-is-volunteering/> [Accessed 15 Dec. 2016].

Volunteers Week (2014). Why do charities need volunteers?. [Blog] News. Available at: <http://www.volunteersweek.org.uk/why-do-charities-need-volunteers/> [Accessed 15 Dec. 2016].

Vroom, V. (1964). *Work and motivation*. 3rd ed. New York: John Wiley & Sons.

Wahba, M., and Bridwell, L., (1976). Maslow reconsidered: A review of research on the need hierarchy theory. *Organizational Behavior and Human Performance*, 15, pp. 212–240.

Wang, P. (2004) . “Assessing Motivations for Sports Volunteerism.” *Advances in Consumer Research* 31, pp. 420–425

Winstanley, C. (2010). *Writing a dissertation for dummies*. Sussex: John Wiley and Sons.

Wright, P. (1989). Motivation and job satisfaction. In C. Molander (Ed.), *Human resource management*. Lund, Sweden: Student Literature.